



Teaching Games For Understanding: Application of learning methods to volleyball material

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Abstract:

This study aims to determine whether using the TGFU learning method in playing volleyball can improve volleyball playing skills class X MIPA 3 students. In this study researchers used the Classroom Action Research (CAR) method. The subjects in this study were 36 students of class X MIPA 3 at SMA Negeri 1 Seluma. This research was conducted with pre cycle and in 2 cycles, where each cycle had 4 stages, namely: (1) planning, (2) implementation, (3) observation, (4) reflection. As for the results of the pre cycle percentage assessment was (46%), the results of observations of the teaching and learning process using the TGFU method in volleyball learning in the acquisition of the first cycle assessment percentage was (66%). Whereas in cycle II the percentage assessment was (85%), of students who had fulfilled the KKM value of 70. Based on the results of the research above, it can be concluded that using the TGFU method in volleyball learning can improve volleyball learning skills.

Keywords: Games, Learning, Volleyball

1. INTRODUCTION

Physical education is an integral part of the education system as a whole. In particular, physical education is to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of healthy living, and introduction to a clean environment through physical activity (Karisman & Supriadi, 2022). One aspect that needs to be considered in efforts to improve the quality of education is through the Teaching and Learning Process (PBM). Thus, improving learning outcomes can be achieved through an effective learning process. The teaching and learning process is said to be effective if the teaching staff or teachers try to develop an interesting learning process by always providing opportunities for students to be active in cognitive, psychomotor and affective aspects. Apart from that, the teaching and learning process will also run effectively if it is supported by a learning tool in the form of a good curriculum. That the way to achieve learning goals is done through learning strategies designed to provide quality experiences.

Teaching strategy is basically an activity or action carried out by a teacher, the teacher not only conveys

information to students, but also tries to get students to want to learn (Meizy et al., 2022). Efforts are made to prepare materials that will be presented to students so that the objectives that have been formulated can be achieved, methods that can be used in the learning process through the Teaching Games For Understanding (TGFU) approach to improve learning outcomes, especially in the sport of volleyball. Of course, Teaching Games For Understanding does not only focus on psychomotor aspects, but this method also pays attention to cognitive and affective aspects that need to be applied (Prayoga & Kustiawan, 2020). According to Nurkholisah et al. (2022) learning activities are a curriculum instrument that is prepared systematically and then outlined in the form of an annual work plan for the education unit by implementing character education, with learning habits which are expected to be able to bridge the needs of different students in terms of attitudes, abilities and creativity as well as differences. moral values.

Volleyball is a sport that is used as a tool to convey educational goals, the implementation of which can be carried out in schools, from elementary schools to universities. At the high school level, volleyball is one of the major ball sports taught as the main material in the curriculum, mastering the basic techniques of playing volleyball is a fundamental factor in having good volleyball playing skills (Kasih & Sembiring, 2022). Various basic volleyball techniques must be mastered, including: service, passing, smash block/dam. By mastering the basic techniques of playing volleyball, you will improve the quality of your performance both individually and collectively (team) (Setyawan & Asim, 2022).

Based on the results of observations made at SMAN 1 Seluma, physical education, especially in volleyball

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lessons, has not been optimal or has not been perfected. This has the effect of supporting interest in learning volleyball, so that students do not have an interest in the game of volleyball. Students' physical learning activities are still less interested in playing volleyball, this has an impact on the process of achieving learning goals which is less acceptable to students. According to Nopiyanto, Raibowo, & Prabowo (2021) a person's interest in something will have an impact on the final result of what has been done. Therefore, teachers are required to help students to generate student interest in the subject of volleyball. Based on the K13 curriculum, physical education is one of the important materials (fields of study) that must be given to students in an effort to develop three aspects, namely cognitive, affective and psychomotor which develop and apply skills in the field of sports.

At the SMAN 1 Seluma school, especially in class There are indications that student scores are below KKM 70 in students' volleyball learning outcomes. As time goes by, students are also permitted by school regulations to carry mobile phones/smartphones while at school, in order to make it easier for students to find information related to assignments in their subjects. Nopiyanto, Raibowo, Yarmani, et al. (2021) said technology has led to the emergence of a large number of paid online games that can be played easily by children in primary and secondary schools. This triggers students to become lazy about exercising, students are more interested in playing online games on their cellphones/smartphones than they are interested in playing volleyball.

If we look at what happened at SMAN 1 Seluma, especially to physical education teachers, it shows that physical education teachers still don't know about the Teaching Games For Understanding (TGFU) learning method in the volleyball learning process which is still teacher centered or conventional. This low indication of student learning outcomes is also driven by learning conditions that do not arouse students' desire to learn more about the game of volleyball. Even though we know that learning the game of volleyball is one of the basic competencies of physical education which is a concrete subject. So students need to gain an understanding in learning to be more active and enthusiastic, especially in learning the game of volleyball.

The implementation of the learning process in volleyball games by sports teachers at SMAN 1 Seluma tends to use conventional, monotonous methods. Conventional learning is learning that emphasizes teacher control over most events and the presentation of structured learning in the classroom. Conventional learning is teacher-centered learning,

where the teacher's role is to control most of the presentation of learning or can also be called the lecture method. Carrying out a learning process that results in students tending to be passive in participating in learning, bored with the material provided by the teacher, and students finding it difficult to follow the learning material so that the learning outcomes obtained by students are not optimal. At the first meeting, the researcher carried out a pre-cycle Games Performance Assessment Instrument (GPAI) test on class.

TGFU as a pedagogical approach that encourages the development of physical literacy Mandigo et al. (2019) TGFU has an influence and benefits on the perspective of physical education teachers TGFU has a significant impact on student motivation in sports, and increases achievement TGFU considered valid and effective in physical education learning activities at the Senior High School (SMA) level. From previous research, TGFU is able to increase effective achievement in learning, this is the basis for research.

The Teaching Games For Understanding (TGFU) method provides an alternative for students to learn volleyball techniques in playing or real situations. So students can show the game and students can make decisions, what to do and how to do it. Games are an aspect of the TGFU learning method and games are also a form of activity in physical education. If the game is interesting and easy to understand, students will be enthusiastic and motivated to carry out activities. This feeling of joy that arises in students will be an important asset in learning volleyball in a conditional manner, but this feeling of joy will be more fulfilled if all students do it seriously.

Based on the problems described above, this research aims to find out how the Teaching Game For Understanding (TGFU) method can improve the learning skills of learning the game of volleyball in class X MIPA 3 students at SMAN 1 Seluma.

2. MATERIAL AND METHOD

According to Kusumarasdyati (2016) classroom action research is research if the researcher who will carry out the research must be directly involved in the research process from the beginning until the research results are in the form of a report. Based on the thoughts above, this research is in line with classroom action research. This Classroom Action Research will be carried out on Jalan Lintas Seluma, Lubuk Kebur Village, Seluma District, Seluma Regency, at SMA Negeri 1 Seluma. Classroom Action Research was carried out from May 29 to June 29 2023.

Here the researcher took the research subjects as students of class X MIPA 3 at SMA Negeri 1 Seluma,

totaling 36 students. Consisting of 16 male students and 20 female students. Volleyball learning uses methods Teaching Games For Understanding. This Class Action Research will carry out ongoing actions on research subjects. Nind et al. (2020) learning improvements are carried out through a cyclical assessment process, which consists of four stages, namely planning (planning), perform an action (acting), observe (observing) reflection (reflecting).

The instruments used in this research are Games Performance Assessment Instrument (GPAI) is an instrument for measuring playing skills in sports games such as basketball, football, handball, volleyball, futsal, and others (Memmert & Harvey, 2008). This GPAI instrument has face validity, content validity, construct validity, and ecological validity. GPAI itself has 7 assessment components in assessing student performance.

Researchers will use quantitative data as a reference in data collection, where the percentage triangulation formula is used as follows:

3. RESULT AND DISCUSSION

This research is Classroom Action Research (PTK), so in this research process the researcher was assisted by Mrs. Chintia Agustini, S. Pd. as a sports teacher for class X MIPA 3 SMA Negeri 1 Seluma. Each cycle in this research has 4 stages, namely planning, implementation, observation and reflection. The results of each cycle will be used as a reflection to improve better results in the next cycle

Table 1. Recapitulation of Pre-Cycle Results

Assessment Indicators	Decisions Making	Give Support Many Students		Skill Execution
		5	4	
5	-	-	-	-
4	1	1	-	-
3	15	14	14	14
2	16	19	19	16
1	4	2	2	6
Total Score	85	79	79	87
Total Shoes		251		

Based on Table 1, above, it can be concluded that the percentage of GPAI test results in Pre-Cycle Results can be made as follows:

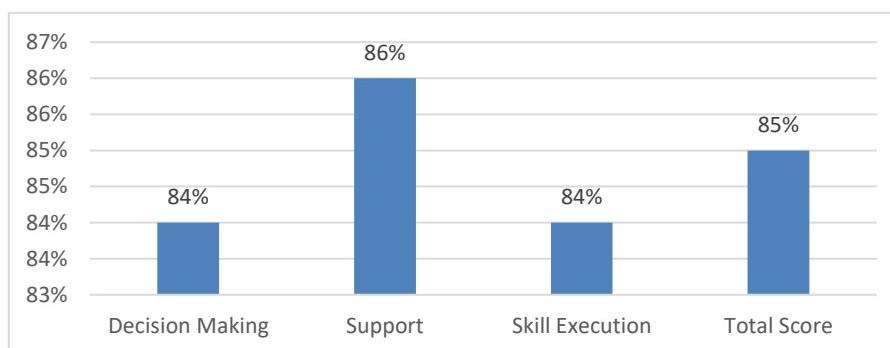


Figure 1. Test on Pre-Cyle

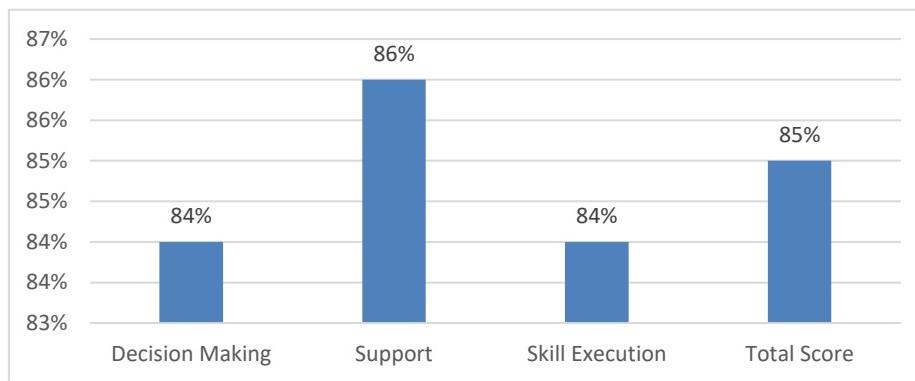
Based on Figure 1, the percentage diagram above where the percentage is Decision Making 47%, Support 43% and Skill Execution 48%. This result concluded that the total score was 46% of the total. In the Pre-Cycle, from the results of the reflection, the researcher concluded that the skill of playing volleyball in class (Decision Making) of 47%, providing support (Support) by 43%, and implementing skills (Skill Execution) of 48%, where

the lowest score was in Providing Support (Support) and obtaining the highest score in Implementing Skills (Skill Execution). This assessment with the overall score percentage is still in the sufficient category according to the GPAI test indicators, so that the TGFU learning method can be applied.

Table 1. Recapitulation of Cycle I Results

Assessment Indicators	Decisions Making	Give Support Many Students		Skill Execution
		1	12	
5	1	1	2	
4	13	12	12	
3	18	19	17	
2	4	4	5	
1	-	-	-	
Total Score	119	115	122	
Total Shoes		356		

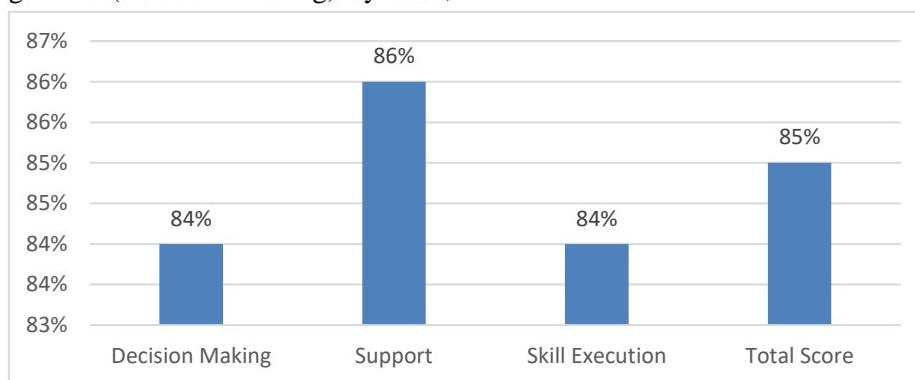
Based on Table 2. above, it can be concluded that the percentage of GPAI test results in Cycle I can be made as follows:

**Figure 2.** Test on Cycle I

Based on Figure 2. the percentage diagram above where the percentage is Decision Making 66%, Support 64% and Skill Execution 68%. This result concluded that the total score was 66% of the total.

In Cycle I, from the results of the reflection of researchers and colleagues, Mrs. Chintia Agustina concluded that the volleyball playing skills of students in class students, which is a 20% increase from the initial Pre-Cycle test, with an assessment of decision-making skills (Decision Making) by 66%,

gave support (Support) by 64%, and implementing skills (Skill execution) amounting to 68%, where the lowest score was in Providing Support and the highest score was in Implementing Skills (Skill Execution). The assessment is categorized as Good according to the GPAI instrument test indicators. However, the improvement in Cycle I cannot be said to be successful because it reached the Good category and there are still many students who have not reached the KKM score.

**Figure 3.** Test on Cycle II

Based on Figure 3. the percentage diagram above where the percentage is Decision Making 84%, Support 86% and Skill Execution 84%. This result

concluded that the total score was 85% of the total. In the implementation of Cycle II, there was an increase in the GPAI instrument test for volleyball playing

skills in class X MIPA 3 students. In the learning process, students were enthusiastic about learning new things so that the desired results were achieved.

The results of the GPAI Cycle II instrument test were 85% with a total score of 457, which increased 19% from Cycle I with the Very Good category according to the GPAI instrument test assessment indicators, with the percentage of decision-making skills assessment (Decision Making) of 84%, providing support (Support) of 86%, and implementing skills (Skill Execution) amounting to 84%. Therefore, researchers and colleagues, Mrs. Chintia Agustin, decided in the reflection on Cycle II that the research would not be continued in another Cycle II because the students had reached a KKM score of 70 and the results of the assessment had reached the Very Good category.

Based on the Classroom Action Research (PTK) procedure which has been designed and implemented systematically and well planned, the researcher can therefore collect research data which is important information from the research results presented above. By applying the TGFU learning method in this classroom action research, it has had a positive and beneficial impact on improving students' volleyball playing skills. It can be seen that students have low skills in playing volleyball, this is caused by several factors such as the lack of participation and enthusiasm of physical education teachers in evaluating learning methods and students who are lazy about exercising so that the teaching and learning process does not go well.

In the Pre-Cycle, it showed sufficient results, where the assessment results were still below the KKM (46%). This research was carried out using modified media using surrounding objects such as cones, nets, volleyballs and whistles. Then it was used as a learning medium for volleyball games to improve the volleyball playing skills of class X MIPA 3 students. All of these learning media were used in research consisting of Cycle I and Cycle II.

In Cycle I it showed good results according to the GPAI indicator where the achievement was 66% and many students had not yet reached the KKM, in Cycle I there was an increase of 20% from the Pre-cycle but had not yet entered the Very Good category according to the GPAI test assessment indicators. However, after implementing the TGFU learning method in Cycle I, it was a little difficult to adapt to the TGFU learning method.

The research action presented in Cycle I by holding one meeting which was carried out in an curricular manner, can be said to be good even though there are still many students who have not reached the KKM,

obstacles that arise during the learning process such as there are still students who have not taken it seriously. In ongoing learning, some students experience difficulties when carrying out basic volleyball playing techniques, and students are still adapting to the learning methods given, so the cycle continues in cycle II. Therefore, in the next cycle, researchers will present learning in more depth and depthreward to students so that they can take learning seriously.

Teaching is an effort to create environmental conditions or systems that support and enable a learning process to take place ([Nopiyanto et al., 2023](#)). In the teaching and learning process, children act as subjects and objects in teaching activities, the objectives of teaching will be achieved if cooperation between teachers and students is well established ([Raibowo & Nopiyanto, 2020](#)). Through discussion and strengthening planning, we entered the Cycle II stage, where this cycle was carried out to overcome weaknesses in Cycle I actions. Similar to Cycle I, Cycle II was carried out in one meeting. In this cycle, students will be asked to observe carefully and practice how to play volleyball properly and correctly so that improvements can occur in Cycle II.

Students are given extra learning so they can understand the learning they will do, as stated by [Subagio et al. \(2022\)](#) when you want to make an improvement, it is better to increase the training load, if the training load is low it will not produce anything. Therefore, in Cycle II there was an increase in the rating to Very Good. After reflecting on Cycle II, the results of the GPAI instrument test assessment were 85%, which was 19% greater than Cycle I according to the GPAI assessment indicators. Research conducted by researchers regarding the Application of Learning MethodsTeaching Games For Understanding To improve the skills of playing volleyball, class X MIPA 3 students at SMA Negeri 1 Seluma can be declared successful because the students have achieved a KKM score of 70.

Based on the research results from Cycle I and Cycle II, the application of the TGFU method can improve the volleyball playing skills of class Physical education is a fun subject, which is done seriously and accompanied by laughter from students during the learning process. [Devi & Indardi \(2022\)](#) volleyball is a sport that is popular with all ages, and the facilities can be easily accessed by anyone. In this high school itself, the facilities for volleyball are very adequate, therefore school teachers can follow the TGFU learning method in physical education subjects, so that more students will be interested in volleyball.

4. CONCLUSION

After the entire process of the Classroom Action Research (PTK) series in class From Cycle I to Cycle II it was clear that there had been an increase in this research. And based on the entire discussion of the analysis that has been carried out, it can be concluded as follows: The results of research in Cycle I of the assessment that was collected in the process of implementing the TGFU learning method reached 66% with a total score of 356 which was categorized as Good, while in Cycle II of the assessment that was collected in The process of implementing the TGFU learning method reached 85% with a total score of 457 which was categorized as Very Good because it had achieved the highest GPAI instrument test indicator. Thus, it can be seen from Cycle I and Cycle II, it can be concluded that the Application of Learning Methods Teaching Games For UnderstandingImproving Volleyball Playing Skills for class.

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